

Research on the Dissemination Pathways of Lvju in Education

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Abstract: Intangible cultural heritage Lvju has gained attention at both national and local levels. However, the significant transformations brought about by the development of social informatization have posed challenges such as an aging pool of inheritors, difficulties in promotion and dissemination, and a decrease in the audience base for Lvju. This paper employs literature review, case analysis, and comparative methods to analyze and consolidate strategies for promoting the dissemination and development of Lvju through educational and teaching approaches. The analysis is conducted from three perspectives: integration into school education, promotion of local culture, school art groups engaging with the public, and the fusion of Lvju culture with digital media and design disciplines in higher education. The aim is to explore measures within the realm of education and teaching that facilitate the promotion and development of Lvju, ultimately contributing to the preservation and protection of Lvju.

Keywords: Intangible Cultural Heritage, Lvju, Dissemination, Strategies

1. Introduction

Lvju, a locally rooted traditional drama in Shandong, has a history of over a century. From its initial popularity as "donkey plays" and "lv plays" in the northern regions of Shandong, it has evolved into the primary genre of drama in Shandong, becoming the leading form of traditional opera in the region. Lvju embodies the cultural sentiments of Shandong's rural flavor, profoundly reflecting the aspirations and spiritual yearnings of the rural people in Shandong for a happy life. As the American anthropologist Hills once remarked, "Tradition is the cultural heritage of a society, consisting of symbolic representations created by humans in the form of various systems, beliefs, values, and behavioral patterns from the past. It maintains a certain continuity and identity between generations and historical stages, forming a cultural code for a society to create and recreate itself, providing order and meaning to human existence." [1] This paper aims to explore suitable pathways for the dissemination of Lvju in education and teaching. It seeks to integrate dissemination methods that align with the preferences of contemporary students, providing practical and feasible approaches for the current stage of Lvju cultural development and promotion.

2. Integration into School Education, Promoting Local Culture

School education primarily serves as a platform for nurturing talents within society and is a crucial arena for the dissemination and transmission of culture. The development of local arts relies not only on family and village traditions but also on leveraging school education to achieve the widespread promotion of ethnic culture. Creating an elegant campus culture that fully embodies the essence of student-centric education is a requirement for quality education. [2] Examining professional training in schools, Shandong Art Academy serves as an example. As a significant institution for nurturing Lvju artistic talents in Shandong, it underwent restructuring in the 1960s based on the foundation of the Shandong Provincial Opera School. In the early 21st century, undergraduate and graduate programs were established. Professions related to the cultivation of Lvju artistic talents include Lvju performance, opera music accompaniment, and the cultural dissemination of opera. Over nearly 20 years of professional development, Shandong Art Academy has cultivated numerous talents in Lvju arts, not only benefiting Shandong but also contributing to the national Lvju art scene. Regarding popular education, schools, as vital spaces for the dissemination and inheritance of local cultural arts, not only facilitate the rapid popularization of local cultural arts but also enhance students' core literacy in practical terms. In the current context of curriculum reform, in addition to meeting national curriculum requirements, schools are expected to develop local curriculum courses based on their specific circumstances. Taking Huaguan Town Central Primary School in Guangrao County as an example, the Lvju performance school-based curriculum introduced by the school in recent years has attracted significant attention from students. Through activities such as compiling school-based teaching materials and staging Lvju performances, the influence of Lvju has expanded among students, serving as a crucial method for the inheritance of Lvju artistic traditions.

Considering these two educational inheritance methods, the promotion of local culture should not solely rely on professional development. Doing so might alienate Lvju from its grassroots foundation, leading to isolated development. Instead, integrating Lvju into basic education, primarily at the primary and secondary school levels, can effectively combine artistic education, aesthetic education, and moral education, fostering students' aesthetic awareness and cultural understanding. Simultaneously, it fulfills the societal function carried by the "Lvju + Education" model under the context of rural revitalization.

Furthermore, integrating Lvju culture into higher education is also a viable path. While not all local universities in Shandong are specialized art institutions like Shandong Art Academy, Lvju culture can be incorporated into general education courses. "Cultivating artistic perception is key to the popularization of opera appreciation." [3] Initiating Lvju culture education through general courses in higher education helps develop students' new perception abilities for drama, achieving the popularization of Lvju education. This approach enables students to appreciate the charm of local folk culture while increasing their interest in Lvju culture.

Promoting local culture must start with students and gain momentum on campus to ensure the enduring transmission of Lvju culture across generations.

3. School Art Troupes Engaging with the Community

The development of Lvju art relies heavily on community participation. Schools establish Lvju art troupes, consisting of both art and non-art major students. These troupes not only enrich campus culture but also extend their performances into communities, igniting the enthusiasm of Lvju enthusiasts in society. This initiative promotes the development of amateur Lvju art troupes in society and contributes to the creation and dissemination of Lvju works. The lyrics and music of Lvju originate from folk traditions, as expressed by the saying, "There is no other form for the melody, just exhaust the eight tones, saying: 'Few references to sacred texts, mostly inspired by nature.' There is

no other secret to composing the music, just exhaust the four elements, saying: 'Elegance appreciated by both the refined and the common.'" (曲之体无他, 不过八字尽之, 曰: '少引圣籍, 多发天然' 而已, 制曲之诀无他, 不过四字尽之, 曰: '雅俗共赏' 而已。) [4] Therefore, in the process of Lvju development, in addition to professional training in universities, professional performances in theaters, and theoretical research by researchers, we also need professional teams to drive the development of non-professional teams, achieving a cultural appreciation of Lvju that transcends boundaries. Consequently, the integration of Lvju culture from campus into society not only enhances students' practical skills but also stimulates the development of non-professional teams.

The flourishing of local culture is a manifestation of people's cultural confidence. In Dongying, most amateur Lvju organizations are composed of middle-aged and elderly groups, and there are challenges in terms of inheritance. Hence, greater emphasis should be placed on the application of Lvju in education, creating a positive cycle where professional groups influence the development of amateur groups. Taking the example of Dongying City Guangrao County Development Zone Central Primary School, the Lvju campus performance activity "Passing on the Flame, Blossoming Buds" provides a platform for teenagers to understand Lvju, enhancing the vitality of participation across different age groups and ensuring the continuous transmission of the cultural flame from generation to generation.

4. Integration of Lvju Culture with Digital Media and Design Majors in Universities

In the context of the historical development of China's industrial landscape in the new era, where the cultural industry chain has reached unprecedented heights, cultural industries can not only independently operate and develop but also collaborate with other industries. Taking Dongying City as an example, the establishment of the China Lvju Cultural and Art Festival and the Lvju Art Exhibition Center in recent years serves as a typical and exemplary case of integrating Lvju culture with other industries, becoming a hallmark of urban culture.

Firstly, Lvju connects with the digital media major. In the current era of Internet+ cultural development, actively promoting the construction of the Lvju artistic and cultural network platform, utilizing digital art galleries for Lvju exhibitions, or developing platforms and apps, effectively combines promotion, teaching, and performances, thereby expanding the reach and quantity of the audience. In the spread and development of Lvju across Shandong, it is observed that government and theater personnel mostly limit Lvju promotion to local or provincial levels. However, for Lvju to be truly inherited and developed, it needs the attention and appreciation of people nationwide. Therefore, in the process of spreading Lvju, its scope should not be limited to the province; instead, it should extend to a more extensive dissemination space. Utilizing digital media majors to promote Lvju can allow people to experience Lvju art without leaving their homes, achieving resource sharing.

Finally, Lvju connects with the art design major. Designers need to convey emotional information related to Minnan Gezai opera (闽南歌仔戏) through cultural and creative product design, using innovative forms to express the cultural characteristics of Minnan Gezai opera (闽南歌仔戏). This approach helps the public understand and promote the popularity of Minnan Gezai opera (闽南歌仔戏), serving the purpose of publicity and promoting its development. [5] For instance, animated works, as a modern and popular form of culture, target the youth. Starting from university art design majors, introducing Lvju-themed design courses, creating animated products with Lvju art as the highlight, and keeping up with the times can reduce the age group of the audience. The promotion of Lvju through the form of animated culture requires design major students to actively expand creative thinking and enhance innovative awareness, thereby promoting the diversification of Lvju art development.

The implementation of any practice model relies on theoretical impetus. Currently, in the context

of Lvju research, achievements in repertoire, music, history, and cultural studies are relatively rich. However, there is a lack of specific theoretical thinking on how to theorize in the new situation. Therefore, without the impetus of theory, it is difficult to form a development path. The exploration of innovative models, in fact, is driven by new theories, attempting and practicing various communication and development models. From the development process, problems are identified, causes are summarized, and effective development pathways are explored. Currently, in many regions, Lvju art shows an upward trend in development, including achievements in repertoire creation, stage performances, and innovation in genres. Researchers need to focus on developing practical outcomes in the future promotion of Lvju, keeping pace with the demands of the times in order to promote Lvju culture effectively.

5. Conclusion

Lvju, as one of the two national-level intangible cultural heritages unique to Dongying City, has been strategically leveraged through school education to facilitate its dissemination and development. While adhering to the principles of preserving and inheriting Lvju, the strategy involves school leadership and the rational and scientific development of Lvju resources. This encompasses the integration of Lvju with digital media and design majors, leading to the creation of tangible Lvju cultural works. By introducing Lvju culture into the social community through school initiatives, the involvement of non-professional Lvju groups is increased, establishing a positive cycle where professionals drive the participation of non-professionals. This comprehensive approach aims to address current challenges in Lvju's inheritance and dissemination, such as an aging pool of inheritors and insufficient outreach efforts.

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